



CCE: AN EVALUATION OF COGNITIVE AND NON-COGNITIVE LEARNING

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ABSTRACT

Education aims at making children capable of becoming responsible, productive and useful members of a society. Knowledge, skills and attitudes are built through learning experiences and opportunities created for learners in school. The aim of education simultaneously reflects the current needs and aspirations of a society as well as its lasting values and human ideals. The main purpose of evaluation is to improve the learners' achievement in scholastic areas and to develop life skills and attitudes with reference to the larger context and canvas of life. In keeping with the above points, reforms in the examination system are often recommended, sometimes discussed and rarely implemented. Introduction of Continuous and Comprehensive Evaluation (CCE) is one of such reforms which have undergone a long journey. This paper examines the concept continuous and comprehensive evaluation, its historical perspectives, its need and importance and its features.

KEYWORDS: CCE, Evaluation, Cognitive and Non-Cognitive Learning.

INTRODUCTION:

In schooling, Evaluation is to inculcate certain knowledge and to evaluate the student's achievements to ensure that the students are actually learning. The measurement, testing and evaluation indicate how much a student has learned. The school and the teachers made aware of the importance of evaluation in the teaching and learning process. The most important objective of education is to help the child with his all-round development. This all-round development of individuality is not only connected with the cognitive aspects of learning, but it is also connected with affective and psychomotor aspects. The evaluation includes both the cognitive aspects of knowledge, comprehension, application, analysis, synthesis and non-cognitive aspects of affective and psychomotor abilities of the learner. In present Continuous and Comprehensive Evaluation, both cognitive and non-cognitive learning outcomes are emphasized.

EVALUATION:

In the words of the Kothari Commission, "Evaluation is a continuous process, forms an integral part of the total system of education and is intimately related to educational objectives, it exercises a great influence of the pupil's study habits and the teacher's methods of instruction."

Evaluation is all exclusive and a global process. In evaluation, data is collected from different persons at different times, from different sources using different techniques. Thus, the variety of information, sources, and techniques make the process of evaluation more comprehensive. It should cover the personality of the student incorporating the cognitive, affective and psychomotor aspects in learning.

CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE):

CCE refers to a system of school-based evaluation of students that covers all aspects of students' development. The 'continuous' aspect of CCE takes to care for Continual and periodicity of evaluation. Continual means assessment of students at the beginning of instructions (placement evaluation) and assessment during the instructional process (formative evaluation) done informally using multiple techniques of evaluation. Periodicity means assessment of performance done frequently at the end of unit/term (summative) using criterion-referenced tests and employing multiple techniques of evaluation.

The comprehensive component of CCE concentrates on the assessment of all-round development of the child's personality. It includes the assessment in scholastic as well as co-scholastic aspects of the pupil's growth. Scholastic aspects include curricular areas or subject-specific areas, whereas co-scholastic aspects include co-curricular, personal and social qualities, interest, attitudes and values. Assessment in scholastic areas is done informally and formally by the implementation of Continuous and Comprehensive Evaluation periodically. The diagnostic evaluation takes place at the end of the unit/ term test. The causes of poor performance in some units are diagnosed using diagnostic tests. Assessment in co-scholastic areas is done using multiple techniques on the basis of identified criteria, while assessment in social and personal qualities is done using behavior indicators for various interests, values, attitudes etc.

EVALUATION OF COGNITIVE ABILITIES:

In the late 1800s, William James and Sigmund Freud made a study in understanding the mental process. A Common method of investigation at the time was intro-

spection. In the early twentieth century, John B. Watson argued that mental processes could not be measured objectively and that introspection could not be verified. "Psychologists shifted their research focus from mental processes to observable behavior. The result of this shift was a relatively inactive period for cognitive psychology. Ulric Neisser's cognitive psychology was emerged in 1967, which helped to redefine and draw attention to the mental processes. A field emerged in 1976, called cognitive science, which integrates research in cognitive psychology-artificial intelligence and linguistics, utilizing computer simulations and logical analysis.

After the arrival of cognitive psychology, evaluation of the cognitive ability of the learners has been emphasized in learning. This includes both curricular, practices and intellectual abilities. By the technique of written examinations, practical examinations and oral testing are used to evaluate curricular practices of the learners. The tools used for this purpose are achievement tests, assignment, unit test, questionnaire and many other tools that can be used for this purpose. To test the creativity of the learner, the techniques used are oral conversation, review of written assignments, teachers' observation and so on.

SCHOLASTIC ASSESSMENT:

- This refers to the evaluation of all academic subjects as a spread over the entire period of learning. It includes the learner's knowledge, understanding, analysis and application of content assessed through multiple tools and techniques.
- It is a non-threatening approach to assessment.
- It helps in reducing learners' stress by assessing specified portions of the curricular content, at regular intervals.
- Physical Education is considered as an integral part of the scholastic assessment.

Formative Assessment (FA):

This method of assessment

- It takes place during the course of learning.
- Provides continuous feedback for teachers & learners to fill the learning gap.
- Facilitates encourage learners to reflect on their learning experiences.
- Encourages self-assessment and enables improvement.
- Encourages peer group learning.
- Facilitates diagnostic and remedial measures.
- It is flexible with reference to time and space.

Formative Assessment is carried out in two different modes namely,

- FA (a)- Activity Mode
- FA (b) - Test Mode.

Formative Assessment FA (a):

FA (a) is a measure of the learner's active participation in a spectrum of learning activities. It can be conducted during the course of learning in each unit. This may also include group evaluation wherever appropriate. It is an assessment based on the teacher's observation/student's participation/presentation / creative expression and other techniques.

Formative Assessment FA (b):

- It focuses on the assessment of the learners' written work carried out during specified periods in the course of learning.
- In classes I and II, apart from simple written work, oral work is also to be included.
- The questions may be of various types, and the format may include puzzles and riddles in the written mode.

SUMMATIVE ASSESSMENT:

Summative Assessment (SA) is the assessment of learners' scholastic attainment at the end of each term. This assessment is based on a blueprint comprising of knowledge, understanding, comprehension, application, analysis etc.

Evaluation of Non-cognitive Abilities:

The cognitive ability of an individual is observed through the contents of the curriculum areas, whereas Non-cognitive ability cannot be observed in the same manner. Non-cognitive areas of learning are not connected with the study of a particular subject. It is directly connected with all the experiences of the child during schooling. Evaluation of non-cognitive areas is a very difficult process. Therefore, it is the work of the teachers to identify the non-cognitive areas of learning, before evaluation.

Identification of Non-Cognitive Areas of Learning as Suggested by the NPE 1986:**Cleanliness:**

Cleanliness is the basic attitude that an individual develops towards his/her environment. This attitude helps the child in terms of personal habits of healthful living and keeping the personal self as well as the physical environment in a clean condition. This is another key quality that has a correct hearing on the learning experiences provided to the children during their early life at school and at home.

Co-operation:

The value of working together to achieve common goals needs to be imbibed in all children through appropriate experiences of working and living together inside and outside the school. The mutually interdependent nature of human life at local, national and international levels has to be brought home to the children so that they realize they need for co-operative effort. This should, of course, be done in a careful manner so as not to jeopardize the sense of Independence, individuality and spirit of competition in the child which are equally important.

Equality:

“Acceptance of the proposition that all are equal irrespective of caste, creed, religion or sex requires in the child a basic mental disposition to view the relationship of self and others in an egalitarian framework. The school experiences should nurture such a view in every child so that he or she grows into an adult carrying a sense of belongingness to a community of equals, each sharing a common set of rights, responsibilities obligations to the society. The ultimate goal is to help the children move towards global perspective cutting across the barriers of linguistic, racial, regional, cultural, religious, social and economic differences.”

Regularity and Punctuality:

These values manifest as appreciation for and sensitivity to the value of time and time-bound commitments significance of this in every aspect of life and progress needs no special mention. For instance, the children have to develop a habit or style of living where regularity in attending the school daily and on time becomes a part of their natural course of action and are not carried out through external persuasion of any kind.

Truthfulness:

The quality expected in every individual is the basic urge to be truthful in his or her dealing, in every aspect of work and life. It is essential that in the school and at home children are properly guided and enabled to develop the strength of mind to subject every idea and action of theirs to this criterion.”

CO-SCHOLASTIC ASSESSMENT:

It covers the following areas:

1. Life Skills
2. Attitudes & Values
3. Wellness & Holistic Exercise
4. Co-curricular Activities

Life Skills:

Life Skills are the abilities that facilitate the physical, mental, and emotional well-being of individuals. Life skills are defined as “the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.” - World Health Organization (WHO).

Attitudes & Values:

Attitudes and Values are significant inputs in shaping the quality of life of a learner. Some of these values are innate and could be facilitated. A few others are nurtured through experiential inputs so as to help the child to build an understanding of their importance.

Wellness & yoga/ Holistic Exercise:

This area focuses on the holistic health of the learner and the community, thereby establishing the importance of mental, emotional and physical health. The content focuses on the general promotion of healthful living as well as on major health problems of the country. In physical education, sports and games, the emphasis is given to indigenous traditional games. Furthermore, as a system that promotes the integral development of body and mind, yoga receives special attention. Teachers should follow the schedule of activities listed in the exercise according to the textbook

Co-curricular Activities:

It is very essential for the student that the educational program should be accompanied by many different co-curricular activities and experiences. Such activities and experiences provide opportunities for inculcating several personal and social characteristics in a free and natural context.

ROLE OF SCHOOL IN THE EVALUATION OF NON-COGNITIVE AREAS OF LEARNING:

Schooling is considered as one of the aspects of education. Here behavior and knowledge of the children are integrated and reflected in their actions. The attitudes, interests, likes and dislikes towards different objects, individuals, issues and problems they are likely to face in their day to day life are molded in the school. The curricular inputs prescribed by the school mold the character of the students. Therefore it is important for the school to organize the learning materials in such a manner that the children can acquire desirable cognitive and non-cognitive characteristics in a balanced way. It is often stated that cognitive objectives have come to dominate the activities in our schools invariably at the cost of non-cognitive objectives. It is essential that efforts are made to organize such learning experiences that develop in the children at least the minimum set of outcomes in the non-cognitive domain.

CONCLUSION:

Evaluation in its broader concept includes an appraisal of academic and non-academic aspects of education. Thus it includes all the changes that take place in the development of a balanced personality and measures the qualities of the head, health and heart of an individual. Thus a comprehensive program of evaluation includes a) Evaluation of academic subjects b) Evaluation of skills c) Evaluation of physical development d) Evaluation of moral development e) Evaluation of intellectual development f) Evaluation of interests and aptitudes g) Evaluation of social development.

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